DOCUMENT RESUME

ED 086 789 CE 000 773

TITLE A Systems Approach to Career Development.
INSTITUTION Texarkana School District 7, Ark.
PUB DATE [73]
NOTE 56p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Career Education; Community Resources; *Curriculum Development; Curriculum Evaluation; Educational Finance; *Elementary School Curriculum; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Inservice Teacher Education; *Junior High Schools; Publicize; School Community Relationship; *Systems Approach
IDENTIFIERS *Career Awareness

ABSTRACT

The primary purpose of the Career Development program is to increase the student's awareness of the multitude of jobs available by using careers as a basis for teaching academic material in grades three through eight. In using a systems format, all seven systems (building, business and economics, communications, energy, human services, natural resources, and transportation) were included in all subject areas and in all grades. A budget required by a school district with approximately 160 teachers in grades three through eight provided approximately $18,000 for administration of the program and $30,000 for instruction. The staff consisted of a director, two coordinators, and a secretary-aide. The teachers were selected from the best qualified personnel on a volunteer basis and were provided with a stipend for participation in an evening training program. A Resource Bank of names of people interested in speaking to a class was kept, and several methods of publicizing the program were employed. Both formal and informal methods of program evaluation are suggested. The appendixes contain sample forms of related materials, one of which (The Career Awareness Handbook) is available as CE 000 774. A curriculum guide is available as CE 000 775. (AG)

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A Systems Approach to Career Development

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Texarkana Arkansas Schools

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CE000773

A SYSTEMS APPROACH TO CAREER DEVELOPMENT

ACKNOWLEDGMENTS

Grateful acknowledgment is due the following community advisory committee members for their contributions to this book. Jerry Atkins, Ragland Office Equipment Company; Bob Bell, Director of Model Cities; Ernestine Blunt, Education Coordinator of Model Cities; Joseph A. Butler, Federal Programs Director, Texarkana Arkansas Schools; Lloyd Canant, Civilian Personnel Division, Red River Army Depot; George Cannedy, Natural Gas Pipeline Company; Stacy Cogbill, Texarkana Insurance Agency; Ron Copeland, Texarkana Arkansas City Manager; Dean Levi Hall, Texarkana Community College; Ron Henson, CPA Thomas and Thomas; Francis Holcolm, Texarkana Special Education Kindergarten; Barrett Marshall, Manager of Piggly Wiggly Store; Mrs. Charles Owens, Director, District #13 PTA; Robert Santifer, Manager, Economy Lumber Company; Ken Schnipper, Officer of Commercial National Bank; Elwood Shannon, Miller County Extension Agent; James Smith, Public Service Careers Program, Model Cities; Ned Stewart; Attorney; W. P. Thrash, Southwestern Electric Power Company; James Withers, Director, Carver Childrens House; J. L. Ussery, Assistant Superintendent of Texarkana Arkansas Schools; Dennis Young, Commercial Insurance Company.

INTRODUCTION

Schools have traditionally encouraged students to stay in school and go to college. Several studies have been completed concerning high school graduates, and the results have been the same. Only 25% of the area students graduating from high school enter college; of the remaining 75% who do not enter college, less than half know how they want to be employed. Of the 25% who enter college only a few enter with a definite career objective in mind and only a small percent achieve a college degree. Consequently, a large percentage of each high school graduating class is unprepared to enter the world of work. Further studies have indicated that students are unaware of the many jobs available to them; thus the primary goal of the Career Development Program is to increase the student's awareness of the multitude of jobs available to him.

This Career Development Program includes students in grades 3 through 8. These students are started on a program of career awareness designed to alert them to the many opportunities that exist in the world around them. The program provides the teacher with additional tools for teaching the required academic skills. The Career Development Program is therefore attempting to add more relevance to the school's curriculum.

The Career Development program is one cog in a school's efforts to provide comprehensive education to its students. After the student finishes the Career Development program in the eighth grade he is ready to decide which careers he would like to explore in greater depth.

The career development approach to teaching is simply the relating of careers to academic materials; the using of careers as a basis for teaching academic material. The career development approach is not a new unit of instruction, but rather new techniques teachers may use to accomplish their academic objectives.

The systems approach to career development goes beyond the simple listing of occupations according to skills. When careers are broken into clusters, there is difficulty deciding which cluster should be included in the various subject areas, and at what grade level various clusters should be presented. When careers are included in a systems format, these problems are removed; all systems are included in all subject areas and in all grades. The systems approach also allows the student to understand the interdependency of careers and to see the infinite numbers of careers in the World of Work.

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FISCAL MANAGEMENT

A systems approach to career development is designed to decrease in cost over a three year period. The primary expenditure being in the area of in-service training.

The in-service training program during the first year of operation consists of twelve, three hour workshops involving approximately 25% of the total teacher population. During the second year of opeation, 50% of the total teacher population should be involved; but the number of workshops reduced to nine. During the project's third operational year, nine workshops should be held with the entire faculty during regular school hours after the students have been released for tne day.

During the first two years of operation, teachers meet after school hours and are paid $15 per three hour meeting. During the third year of operation, teachers would not receive additional compensation since they will be attending in-service programs during normal school hours.

During the first three years of operation, four staff members are required to operate the program; these staff members are a director, two coordinators, and a secretary. When formal in-service training programs have been completed at the end of three years, the staff may be reduced to two - a director and secretary.

Transportation for field trips may become another expense incurred; for estimation purposes the field trips are calculated at $10 per teacher per month. This cost will be an indirect cost to most school districts.

Other expense include telephone service, office supplies, and staff travel. Funds for instructional material may be necessary for staff made material.

The following budget summary represents the budget required by a school district with approximately 160 teachers in grade three through eight:

Administration

Salaries	
Fulltime Director, @ 10,500/yr.	$10,500
Fulltime Secretary, @ 4600/yr.	4,600
Materials and Supplies	1,500
Travel for Director estimated 10,000 miles @ 9¢ per mile and lodging	1,200
Telephone	500
	$18,300

Instruction	
Salaries	
Two Staff Members, @ 10,000 each per year	$20,000
Materials and Supplies	1,000
Travel for staff estimated at 20,000 miles @ 9¢ per mile and lodging	2,400
Stipends for participating teachers @ $15 per workshop per teacher. 12 workshops per teacher and 40 teachers	7,200
	$30,600
Fixed Charges	4,200
	$53,100

STAFF

The Career Development Program staff consists of four full-time members: a director, two coordinators, and a secretary-aide. This staff should be organized and trained at least three months prior to the initiation of teacher in-service training.

The project director must be well-acquainted with elementary school age children and schools, and have experience working with teachers, principals, parents, and the community. The director must be a good organizer of time, energy, and resources and must also know how to utilize resources in order to gain the most from the community, the staff, and consultants. In particular, the director will need to have a clear and comprehensive understanding of career development, its purpose, potential, and relation to a well-rounded education. The project manager must be able to communicate the value and meaning of career development to a varied audience. The director's responsibilities include the following:

1. Recruit staff;
2. Train staff;
3. Monitor staff performance;

4. Coordinate in-service training program;
5. Organize resources;
6. Facilitate communication between project and school system, community, and parents;
7. Coordinate program with existing vocational program;
8. Keep abreast of changes in career development, and the world of work;
9. Supervise evaluation process.

The coordinators must be well-acquainted with elementary school age children and schools, and be capable of working with teachers, principals, and the community. One staff member should be able to provide expertise in the fields of math and science; the other, language arts and social science. Staff members should have a comprehensive understanding of career development and be committed to the concept of career development. A staff coordinator must be able to communicate the value and meaning of career development to a varied audience.

The staff coordinator's responsibilities include the following:

1. Assist in the operation of in-service training programs;
2. Recruit resource speakers and coordinate their use;
3. Communicate the value of career development to teachers, administrators, and the community;

4. Assist teachers in correlating academic objective with careers;
5. Keep abreast of changes in career development and the world of work;
6. Present career development lessons to students as part of the teachers' training.

The secretary-aide must be an experienced secretary capable of coordinating the day to day operation of the career development office. The secretary should have a clear and comprehensive understanding of the filing system and the project fiscal management process. The secretary should be capable of performing routine inner office operations; thus removing many time consuming tasks from the director and staff coordinators.

In general, the staff must be capable of coordinating their efforts to achieve the maximum success from a career development program.

TEACHERS

To insure that the best qualified personnel are selected as participants in the initial phases of a Career Development Program, the following criteria should be used:

1. All teachers will be active in education at the time of their selection and will remain eligible for participation in the program during their tenure in education.
2. Teachers planning to remain in the district for at least three years should be selected prior to teachers planning to leave the system after a lesser amount of time.
3. All teachers should be volunteers.
4. No teacher should be eliminated from selection due to race, religion, sex, national origin or years of experience in education.
5. Teachers selected should be innovative and willing to experiment with new ideas.

Equal representation of grade and subject is an important consideration when selecting teachers. All subjects and grades should be represented, when dealing with self-contained classes, the teachers' favored subject should be considered. For the

purpose of career development, program operation subjects should be divided into Language Arts, Math, Science, and Social Studies.

To contact and select teachers, the following method has proven successful:

1. Contact school superintendent and ask for his recommendations;
2. Contact principals in target schools and obtain their cooperation and recommendations;
3. Speak with the entire faculty of each school to explain the values of career development and ask for volunteers.

TRAINING

The general approach to career development is that ideas and techniques should be 'teacher made". By using this approach, the material produced by a career development program will be more readily accepted by the entire school faculty.

Your inservice training program will be most effective if workshops are conducted in the evening and the participants receive a stipend for their efforts. Workshops should be no longer than three hours and not more frequently than one week. Workshops should be held in a comfortable and spacious location. (Coffee, cold drinks and snacks assist in keeping the workshops informal.)

The theory of career development is essentially self explanatory and, since all participants volunteered, little instruction will be required as to what career development is or why it is necessary. Correlating careers and academic subjects will require refining, and participants may encounter difficulty with this concept. The participants with the aid of the Career Development staff will rapidly assimilate this technique. Many teachers will initially view the resource speaker as a break, a relief from teaching and see the field trips as a holiday. These concepts must be carefully monitored by the staff and through the leadership of the staff these concepts will be eliminated.

Training teachers to use the systems approach to career development will be more difficult. The difficulty does not arise in the theory of the systems approach or the advisability of using the systems approach in the classroom but rather in reaching a workable understanding of how the systems approach is to be implemented. Most participants feel that students should be able to define each system and understand the intricacies of each system. This concept should be avoided; it should be stressed that the systems approach is a tool for the teachers.

The systems approach divides the World of Work into seven systems rather than grouping careers by related skills. Teachers are thus able to identify occupations by the system in which they operate and the objective of the career. The primary point to be stressed is not the identification of the systems but the interrelationship of careers that form a system. The seven systems have been defined as follows:

1. Building - Those activities which include the bringing together of materials for the building of structures and the manufacture of products.
2. Business and Economics - A system which deals with the management of money and labor, the collection, distribution, and organization of data pertaining to the buying and selling of goods and services.

3. Communications - An activity designed for sharing information.

4. Energy - A system which emphasizes the sources and the uses of energy as a tool.

5. Human Services - Those activities which directly affect physical and mental conditions of human beings whether those conditions be personal or social.

6. Natural Resources - A system pertaining to the uses and preservation of natural resources to satisfy man's present needs and to support life.

7. Transportation - The system which involves the movement of persons and materials.

To be successful in applying the world of work to an academic subject it is recommended that the teacher follow these steps using the form shown in Appendix G:

1. List the main academic points to be covered in a specific lesson.

2. Select a system and careers that most closely fit the academic material.

3. List the specific outcomes expected from the student. (Learning skills)

4. List the requirements of an individual to pursue a particular career. (Career skills)

5. The learning abilities that the teacher expects the class to follow are established. (What will the student have to do to accomplish the lesson objective?)

6. List the activities you will have to perform so the students are guided toward the final lesson objectives.

When the above steps are implemented into a lesson, teachers will observe more student involvement and a greater understanding of the academic material being taught.

The objectives for the first six workshops are simple; teachers are taught to prepare and use developmental material and how to use the systems approach. Demonstrations and role playing by the staff should prove to be very effective in accomplishing these objectives. The staff should prepare a lesson using Appendix G and distribute it to the participants, then teach the class using the participants in the role of students. By using the participants as students, the teachers can compare lessons taught with the career development approach and without the career development approach.

Following the initial training period, workshops are divided into three parts. The first hour is spent on preparing individual lesson plans and evaluating lessons. During this

period the staff is able to direct the teachers efforts toward close correlation between careers and academic material, make suggestions concerning the improvement of career development lessons, and gain ideas that will be beneficial to other participants.

Following the first hour, the participants are divided into groups according to academic subject area. The groups, led by the staff coordinators, are able to develop and exchange ideas that pertain to their particular subject area. The staff member acts as group leader and encourages the use of new and innovative ideas.

The final hour is used to exchange ideas that are beneficial to all participants; this may be done by demonstrations and role playing. This hour will encourage the participants to utilize career development material in <u>all</u> subject areas.

RESOURCE BANK

The core of any career development program is the Resource Bank, a list of individuals and organizations that have volunteered their services to speak in a classroom. Students understand and retain a great deal more information concerning a career if that information is presented by a recognized authority - an individual involved in that career.

As part of any project's dissemination activities, speaking to organizations will be the best method of involving large numbers of people. For example, a talk on Career Development to the Noon Optimist Club could be used as a call for volunteers. A simple information form similar to Appendix A could be used as an initial contact. The surveys returned should be followed by a personal contact by a staff member.

Resource speakers should be recruited only when there is an expressed need. Speakers recruited for the sake of adding numbers to the Resource Bank tend to become disinterested in the program if they do not actively participate. It is not advisable to use the same resource speaker more often than once each month and in some cases once each semester.

Each resource speaker should be personally interviewed by a staff member. Appendix B, Resource Bank Data Sheet, should be completed by the staff member. Former occupations

and hobbies can be useful in the classroom if an individual, whose primary career is one of another's former occupation or hobbies, is unavailable. Completed information forms should be circulated among the staff to maintain their knowledge of the Resource Bank.

Once the information form has been completed, the following system is recommended to coordinate the Resource Bank:

1. The program secretary enters the speaker's name, address, telephone number and occupation on a 3x5 card and files the card alphabetically by occupation in a Resource Bank file. The information form is then filed alphabetically by name.
2. Upon request, the staff member selects a resource speaker, contacts the resource speaker to insure his availability, notifies the teacher of the resource speaker's name, and enters the teacher's name, date and time of class, and initials the 3x5 card; the staff member will then file the 3x5 card in the suspense file under the date of the engagement.
3. The secretary removes the 3x5 cards each morning for that day and distributes them to the staff members.
4. The staff member files the card in the Resource Bank file after the teacher's comments have been received and a "thank you" letter sent, it may be helpful to summarize the teacher's evaluation on the card to assist in using the best speaker for each class.

When a resource speaker's name is entered in the resource bank, he is sent an explanation of career development and a guide describing the characteristics of the students in each grade level and suggestions for his presentation (see Appendix C). The teacher and the resource speaker are strongly encouraged to meet the day before a presentation to finalize last minute details. Following a presentation, the teachers should make recommendations to the staff member as to improving the resource speaker's presentation. The teacher also evaluates the use of that particular career in presenting the related academic material. The resource speaker is contacted to ascertain his impressions and opinion of the presentation.

DISSEMINATION ACTIVITIES

Public involvement is a major factor in career development. The success of a career development program is determined by the amount of public involvement. The necessity for dissemination is, therefore, apparent.

The easiest and most effective dissemination activity is a formal presentation for a group of approximately 50 individuals. Your local Chamber of Commerce will probably be able to provide a list of civic organizations that would be enthusiastic about becoming involved. Such organizations should be contacted as soon as possible, as many schedule programs several months in advance. A prepared slide presentation of approximately 50 slides is very effective in presenting career development. Slides in the presentation should show children and resource speakers interacting but should not concentrate on field trips or unique speakers.

Newsletters are excellent tools for dissemination of career development activities. Your initial newsletter, containing the theories of career development, can be very helpful in briefing a resource speaker. Newsletters should contain discussions on field trips and resource speaker used, ideas for classroom use, and miscellaneous news of the program. Newsletters should be distributed to all participants, prospective participants, administrators, member of the Resource

Bank, and individuals present at career development presentations.

Periodic news stories appearing in the local paper and on radio and television stimulate public interest toward career development. A thirty minute television presentation, describing the program and demonstrating a career development lesson, will produce obvious results.

AUDIO VISUAL AIDS

The following items are recommended for purchase:

1. Filmstrips

"People Who Work In Science"	@ $33.75 per set
"People Who Help Others"	@ $33.75 per set
"People Who Create Art"	@ $33.75 per set
"People Who Organize Facts"	@ $33.75 per set
"People Who Make Things"	@ $33.75 per set
"People Who Influence Others"	@ $33.75 per set

The six filmstrips with records may be purchased from Guidance Associates, Pleasantville, N. Y. 10570. Although limited in scope, these filmstrips are good for grades 5-8.

"Father's Work	@ $42.00
"Mother's Work, Too"	@ $42.00
"A City Is Many Things"	@ $35.00

These three optional filmstrips are beneficial for grades 3-6 and may be purchased from Educators Service Center, Inc., P.O. Box 203, Little Rock, Arkansas 72203.

"Field Trips Out of The Ordinary"	@ $57.00
"How Things Are Made"	@ $51.00

These two excellent filmstrips with records may be used in grades 5-8 and can be purchased from Eye Gate 146-01 Archer Ave., Jamaica, N. Y. 11435.

II. 16MM Films

"Jobs in the City: Distribution"	@ $135.00
"Jobs in the City: Construction"	@ $120.00
"Jobs in the City: Medicine and Health"	@ $190.00
"Jobs in the City: Women at Work"	@ $150.00
"Jobs in the City: Mass Media"	@ $150.00
"Jobs in the City: Manufacturing"	@ $150.00
"Jobs in the City: Services"	@ $150.00

Well worth the expense are these seven 16MM films from Cention Education Films, 1621 W. 9th Street, Lawrence Kansas 66044.

III. Books

"Yellow Pages of Learning Resources" @ $1.95 each, "Handbook of Job Facts" @ $5.60 each, and "Career Education - Resource Guide" @ $4.25 each, are three excellent reference books used by teachers. "Yellow Pages of Learning Resources" may be purchased from MIT Press, 28 Carleton Street, Cambridge, Massachusetts 02142. "Handbook of Job Facts" may be purchased from SRA, 259 East Erie Street, Chicago, Illinois 60611. "Career Education Resource Guide" may be obtained from General Learning Corporation, Morristown, New Jersey 07960.

"Animal Doctors: What Do They Do?" @ $2.50 Ea.

"Cowboys: What Do They Do?" @ $2.50 Ea.

"Doctors and Nurses: What Do They Do?" @ $2.50 Ea.

"Railroad Engineer and Airplane Pilot: What Do They Do?" @ $2.50 Ea.

"Soldiers and Sailors: What Do They Do?" @ $2.50 Ea.

"Truck Drivers: What Do They Do?" @ $2.50 Ea.

"What Do They Do? Policeman and Firemen" @ $2.50 Ea.

These seven books would be a welcome addition to a 3-5 grade library. They may be purchased from Harper and Row, Department 363, 10 East 53rd Street, New York, N.Y. 10022.

You may find that many local industries do not allow students to tour their facilities for safety reasons, therefore valuable slide presentations can be produced of these facilities at a cost of $30.00 per presentation.

PROGRAM EVALUATION

For any career development program to be successful, two evaluation systems must be developed and refined. A formal end of the year evaluation should be made to alleviate difficulties in the program. A system of informal evaluation and monitoring should also be initiated to maintain a continuous check of the program's progress.

Formal evaluation should be in the form of a progress report on each of the stated program objectives. The program should at least contain the following objectives:

1. Student will make significant gains in academic achievement over progress made prior to the implementation of the Career Development Program.
2. Students will demonstrate positive attitudes toward school.
3. Students will demonstrate increased self-esteem in relation to possible career choices.
4. Develop an idea book that correlates career development with the logical learning sequence.

Results of standardized tests administered by your school district can be used to determine the degree of success for objective #4. A t-Test should be applied to the results to test to determine if a significant difference exist between pre and post tests. Success of objectives #1, 2 and 3 may

be determined by use of IOX tests. Again a t-Test should be used to test for significant differences.

Informal evaluation concentrates on the teachers. The teachers should rate each workshop with an opinion questionnaire (Appendix D); these questionnaires should be summarized, and situations detrimental to the program's progress should be eliminated.

Teachers should evaluate each lesson using a format similar to Appendix E which is published on the reverse side of the lesson plan to aid in the evaluation of that one particular lesson. Teachers should not rate their performance but rather the effectiveness of the career development material. This form should also be used to evaluate resource speakers; thus aiding in the selection of future speakers.

At the close of the school year, teachers should evaluate their performance using career development by completing Appendix F. The point should be stressed that the teachers are evaluating themselves using career development material not rating themselves as teachers.

APPENDIX

APPENDIX A

TEXARKANA CAREER DEVELOPMENT PROGRAM

OPINION SURVEY

	Agree	No Opinion	Disagree
I. Texarkana needs this program.			
II. The program should succeed with no changes.			

III. I would like to be involved in this program and can be contacted at this location:

_____
Name

_____
Address

_____
Telephone

APPENDIX B

RESOURCE BANK DATA SHEET

NAME:_____ DATE:_____
Last First Middle

BUS. ADDRESS:_____ PHONE:_____

HOME ADDRESS:_____ PHONE:_____

COMPANY OR EMPLOYER:_____

OCCUPATION:_____

FORMER OCCUPATIONS:_____

_____

_____

HOBBIES:_____

Please check the applicable statements:

_____ I have no grade preference.

_____ I would prefer talking to primary _____ intermediate _____ junior high _____.

_____ I prefer talking to only one class at a time.

_____ I would not mind talking with more than one class at a time.

_____ I will try to talk to the teacher of the class prior to my visit.

_____ I will notify the Career Development Program Director at least 24 hours before the visit if I am unable to keep the planned appointment.

COMMENTS: _____

_____

_____

_____

_____

_____

_____

APPENDIX C

SUGGESTED GUIDELINES FOR SPEAKERS-THIRD GRADE

1. History of the occupation - *keep vocabulary at a level the third grade student can easily understand. (Very important)

2. Importance of the occupation and its relation to society. (The importance of the occupation should be stressed according to the area of the community).

3. Duties: Definition of the occupation (stress) nature of work. (Stress)

*4. Where applicable:
Wear work clothes and bring tools of the trade, bring visual aides, demonstrations, slides, films, filmstrips, records, posters, handouts, etc.

5. Number of workers engaged in the occupation and present need. (Should be told, but not pressed.)

6. Qualifications: Age, sex, etc. (Don't stress too much)

7. Preparation: General education, special training, experience. (Mention)

8. Methods of entering. (Mention)

9. Time required to attain skill. (Mention)

10. Advancement opportunities (No)

11. Earnings: Beginning wage range; benefits, other rewards. (Mention)

12. Conditions of work: Hours, regularity of employment, health and accident hazards. (Mention: maybe helmets, rainy weather, etc.)

13. Typical places of employment. (Mention)

*14. If well handled the speaker could use group involvement or class participation.

*15. Relate interesting humorous or unusual experiences pertaining to the job.

16. Always allow time during the presentation for questions from the children. (Not applicable UNLESS it relates to No. 4)

*17. Bring keepsakes for the children if possible. (Example: Baker bring cookies)

18. Summarize: How did you come into this job?

*Points needing the greatest stress.

CHARACTERISTICS OF THIRD GRADERS

1. Age span: 8-10

2. Attention span: 20 minutes (Maximum)

*3. Elementary vocabulary.

4. This age group has begun to notice sex differences.

5. Boys AND girls are interested in sports. (Works and plays hard)

6. Self-centered.

7. Matter-of-fact and straightforward.

*8. Exaggerates. (REALLY makes things bigger)

9. Communicates easily with adults. (teacher and some outsiders)

10. Developing conscience and morality.

11. Inquisitive.

SUGGESTED GUIDELINES FOR SPEAKERS-FOURTH GRADE

*1. History of the occupation - keep vocabulary at a level the fourth grade student can easily understand.

2. Importance of the occupation and its relation to society.

3. Duties: Definition of the occupation and nature of the work.

*4. Where applicable:
Wear work clothes and bring tools of the trade, bring visual aides, demonstrations, slides, films, filmstrips, records, posters, handouts, etc.

5. Number of workers engaged in the occupation. (Present need)

6. Qualifications: age, sex, etc.

7. Preparation: general education, special training, experience.

8. Methods of entering.

9. Time required to attain skill.

10. Advancement opportunities.

11. Earnings: Beginning wage range, benefits, other rewards.

12. Conditions of work: Hours, regularity of employment, health and accident hazards.

13. Typical places of employment.

14. Advantages and disadvantages.

*15. IF well handled the speaker could use group involvement or class participation.

*16. Relate interesting humorous or unusual experiences pertaining to the job.

*17. Always allow time for questions from the children. (Children enjoy responding)

*18. Bring keepsakes for the children if possible. (Example: Baker bring cookies)

19. Summarize: How did you come into this job?

*Points needing the greatest stress

CHARACTERISTICS OF FOURTH GRADERS

1. Age span: 8-10.

2. Attention span: 20-30 minutes.

3. Elementary vocabulary.

4. This age group has begun to notice sex differences.

5. Boys AND girls are interested in sports.
   (Works and plays hard)

6. Self-centered.

7. Matter-of-fact and straightforward.

8. Exaggerates.

9. Expresses feelings readily to adults.

10. Developing conscience and morality.

11. Inquisitive.

SUGGESTED GUIDELINES FOR SPEAKERS-FIFTH GRADE

1. History of the occupation-keep vocabulary at a level the fifth grade student can easily understand.

2. Importance of the occupation and its relation to society.

3. Duties: Definition of the occupation and nature of the work.

4. Where applicable:
   Wear work clothes and bring tools of the trade, bring visual aides, demonstrations, slides, films, filmstrips, records, posters, handouts, etc.

5. Number of workers engaged in the occupation. (Projected need)

6. Qualifications: Age, sex, etc.

7. Preparation: General education, special training, experience.

8. Methods of entering.

9. Time required to attain skill.

10. Advancement opportunities.

11. Earnings: Beginning wage range, benefits, other rewards.

12. Conditions of work: Hours, regularity of employment, health and accident nazards.

13. Typical places of employment.

14. Advantages and disadvantages.

15. IF well handled the speaker could use group involvement or class participation.

16. Relate interesting humorous or unusual experiences pertaining to the job.

17. ALWAYS allow time for questions from the children. 10-15 minutes. (Children enjoy responding)

18. Bring keepsakes for the children if possible. (Example: Baker bring cookies)

19. Summarize: How did you come into this job?

CHARACTERISTICS OF FIFTH GRADERS

1. Age span: 10-12.

2. Attention span: 20-30 minutes.

   45 minutes if visual aides are used.

3. Vocabulary. (limited)

4. Interests: BOYS Sports, Boy Scouts, Boys Club, 4-H Club, hobbies, television, pets, mini-bikes, beginning to notice girls, not too concerned about personal appearance. GIRLS Music, sports, Girl Scouts, Y-Teens, 4-H Club, pets, telephone, stuffed animals, clothes, records, definitely interested in boys, very concerned about personal appearance.

5. Energetic.

6. Aggressive.

7. Easily influenced.

8. Sometimes careless.

9. Sympathetic.

10. Imaginative.

11. Developing a scale of values.

SUGGESTED GUIDELINES FOR SPEAKERS-SIXTH GRADE

1. History of the occupation. Keep vocabulary at a level the sixth grade student can easily understand.

2. Importance of the occupation and its relation to society.

3. Duties: Definition of the occupation and nature of the work.

4. Where applicable:
   Wear work clothes and bring tools of the trade, bring visual aides, demonstrations, slides, films, filmstrips, records, posters.

5. Number of workers engaged in the occupation. (Projected need)

6. Qualifications: Age, sex, etc.

7. Preparation: General education, special training, experience.

8. Methods of entering.

9. Time required to attain skill.

10. Advancement opportunities.

11. Earnings: Beginning wage, range, benefits, other rewards.

12. Conditions of work: Hours, regularity of employment, health and accident hazards.

13. Typical places of employment.

14. Advantages and disadvantages.

15. IF well handled the speaker could use group involvement or class participation.

16. Relate interesting humorous or unusual experiences pertaining to the job.

17. Always allow time for questions from the children. 10-15 minutes (children enjoy responding)

18. Bring keepsakes for the children if possible. (Example: Baker bring cookies)

19. Summarize: How did you come into this job?

CHARACTERISTICS OF SIXTH GRADERS

1. Age span: 10-12.

2. Attention span: 20-30 minutes.
   45 minutes if visual aides are used.

3. Vocabulary. (limited)

4. Interests: BOYS: Sports, Boy Scouts, Boys' Club, 4-H Club, hobbies, television, pets, minibikes, beginning to notice girls, not too concerned about personal appearance. GIRLS: Music, sports, Girl Scouts, Y-Teens, 4-H Club, pets, telephone, stuffed animals, clothes, records, definitely interested in boys, very concerned about personal appearance.

5. Energetic.

6. Aggressive.

7. Easily influenced.

8. Sometimes careless.

9. Sympathetic.

10. Imaginative.

11. Developing a scale of values.

SUGGESTED GUIDELINES FOR SPEAKERS-SEVENTH GRADE

1. History of the occupation - keep vocabulary at a level the seventh grade student can easily understand.

2. Importance of the occupation and its relation to society.

3. Duties: Definition of the occupation and nature of the work.

4. Where applicable:
   Wear work clothes and bring tools of the trade, bring visual aides, demonstrations, slides, films, filmstrips, records, posters, handouts, etc.

5. Number of workers engaged in the occupation. (Present need)

6. Qualifications: Age, sex, etc.

7. Preparation: General education, special training, experience.

8. Methods of entering.

9. Time required to attain skill.

10. Advancement opportunities.

11. Earnings: Beginning wage range, benefits, other rewards.

12. Conditions of work: Hours, regularity of employment, health and accident hazards.

13. Typical places of employment.

14. Advantages and disadvantages.

15. IF well handled the speaker could use group involvement or class participation.

16. Relate interesting humorous or unusual experiences pertaining to the job.

17. Always allow time for questions from the children. (Children enjoy responding)

18. Bring keepsakes for the children if possible. (Example: Baker bring cookies)

19. Summarize: How did you come into this job?

CHARACTERISTICS FOR SEVENTH GRADERS

1. Age span: 12-13.

2. Attention span: 30-45 minutes.

3. Expanding vocabulary.

4. Independent.

5. Growing skilled and confident.

6. Follow appropriate masculine or feminine role.

7. Developing attitudes toward social groups and institutions.

8. Group conscious.(clannish)

9. Involved in many and varied activities.

10. Self-centered.

SUGGESTED GUIDELINES FOR SPEAKERS-EIGHTH GRADE

1. History of the occupation - keep vocabulary at a level the eighth grade student can easily understand.

2. Importance of the occupation and its relation to society.

3. Duties: Definition of the occupation nature of work.

4. Where applicable:
   Wear work clothes and bring tools of the trade, bring visual aides, demonstrations, slides, films, filmstrips, records, posters, handouts, etc.

5. Number of workers engaged in the occupation. (Present need)

6. Qualifications: Age, sex, etc.

7. Preparation: General education, special training and experience.

8. Methods of entering.

9. Time required to attain skill.

10. Advancement opportunities.

11. Earnings: Beginning wage range; benefits, other rewards.

12. Conditions of work: Hours, regularity of employment, health and accidents hazards.

13. Typical places of employment.

14. Advantages and disadvantages.

15. IF well handled the speaker could use group involvement or class participation.

16. Relate interesting humorous or unusual experiences pertaining to the job.

17. Always allow time for questions from the children. (Children enjoy responding)

18. Bring keepsakes for the children if possible. (Example: Baker bring cookies)

19. Summarize: How did you come into this job?

CHARACTERISTICS FOR EIGHTH GRADERS

1. Age span: 12-13.

2. Attention span: 30 - 45 minutes.

3. Expanding vocabulary.

4. Independent.

5. Growing skilled and confident.

6. Follow appropriate masculine or feminine role.

7. Developing attitudes toward social groups and institutions.

8. Group conscious.(clannish)

9. Involved in many and varied activities.

10. Self-centered.

APPENDIX D

WORKSHOP PARTICIPANT OPINION SURVEY

Workshop Location, Instructional Center Date_____

	N/A	Agree	No Opinion	Disagree
Physical Facilities				
Were comfortable	___	___	___	___
Were well supplied	___	___	___	___
Presentation				
Used successful teaching methods for this type of course	___	___	___	___
Used effective teaching aids	___	___	___	___
Presented material clearly and effectively	___	___	___	___
Stimulated participants to seek additional information	___	___	___	___
Session was well organized	___	___	___	___
There was adequate time for informal conversation	___	___	___	___
The program was flexible enough to meet individual needs	___	___	___	___
Instructor				
Was interested in participants	___	___	___	___
Was interested in subject matter	___	___	___	___
Adapted himself to group needs	___	___	___	___
Indicated satisfactory technical knowledge of course content	___	___	___	___
Was available to participants	___	___	___	___
Encouraged participants to express themselves freely	___	___	___	___
Spoke clearly and audibly	___	___	___	___

This workshop: exceeded by expections _____
was acceptable _____
was disappointing _____

Comments: _____

_____

_____

_____

_____

APPENDIX E
TEACHER'S JOURNAL
LESSON #_____

GRADE_____
SUBJECT_____
CHAPTER TITLE_____

Teacher_____
School_____
System(s)_____ Name the system(s) most useful for explaining subject.
If more than one, circle the dominant one.

CONTENT	OBJECTIVES
Briefly state the content of the unit, chapter or lesson.	State what you want the students to be able to do and know after the lesson.
CAREERS	**ACTIVITIES**
List the careers that can be related to the material. Star those you wish to emphasize.	Describe what should happen in the class to reach the objectives. Distinguish between student and teacher activities if useful.

RESOURCES

What materials, people, or references can contribute to this lesson?

Over

EVALUATION	JOURNAL
How close did you and your students come to the objectives?	Please describe briefly just what happened in the class and why you think things went as they did. What would you have done differently?
Was the class Effective Ineffective 1 2 3 4 5 Why?	
How effective was any resource person you used? Effective Ineffective 1 2 3 4 5 Why?	

APPENDIX G

TEACHER SELF EVALUATION

This questionnaire will assist the Career Development Program staff to initial changes that will improve the program.

Please respond to each of the following questions using the following value system.

No Success	Little Success	Some Success	Successful	Very Successful
1	2	3	4	5

1. My use of the resource bank was: 1 2 3 4 5

2. My use of field trips was: 1 2 3 4 5

3. My efforts in helping students understand the realtionship between academic skills and careers were: 1 2 3 4 5

4. My efforts at collecting and utilizing related academic and career education materials were: 1 2 3 4 5

5. My use of effective teaching techniques which correlated academic skills and careers was: 1 2 3 4 5

6. My use of the systems approach in relating academic skills and career education was: 1 2 3 4 5

OPERATIONAL PROCESS DRAFT QUESTIONNAIRE

The document evaluated by this questionnaire is designed to be disseminated to other school districts in the hope that they will implement a career development program.

Please answer the following questions by circling your response using the following values:

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

1. The preliminary draft documenting the program and implementation process contains adequate details to be of value to persons desiring to implement a similar program.

   1 2 3 4 5

2. The draft adequately describes all of the major areas of the program which were implemented in the Texarkana Project.

   1 2 3 4 5

Suggestions for improvement of document and/or program

_____

_____

_____

_____

_____

_____

_____

_____

_____